

THE INFLUENCE OF CASTE SOFT SKILLS AND SOCIAL SKILLS DEVELOPMENT AMONG CHILDREN

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ABSTRACT

Caste is the group of people who inherit exclusive privileges or are perceived as socially distinct. Soft skills and social skills including effective communication, social, professional ethics, problem-solving, decision-making, and organizational skills are needed in adventure education to enhance the learning of children. The study was conducted in Hisar district of Haryana state. Two areas were selected purposively i.e., rural and urban, from the urban area Hisar city and from rural area, two villages namely Balsmand and Kharia were taken for collection of data. A total of 200 children in three age groups, namely, 3, 4 and 5 years were selected for the study. Caste was the independent variable. Self-developed schedule was used to assess the caste. Soft skills and social skills were taken as the dependent variable. Vineland Adaptive Behavior Scale of Social Maturity (Sparrow et al., 1935) was used to determine soft skills and social skills among children. Result revealed that soft skills were significantly related to caste in rural ($\chi^2 = 3.97$) and urban ($\chi^2 = 0.51$) areas. But social skills were also significantly related to a caste of the children in rural areas ($\chi^2 = 6.76^$) but not related to caste in urban ($\chi^2 = 0.01$) areas.*

KEYWORDS: Soft Skills, Social Skills, Self-Confidence, Communication Skills, Paternal Education

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INTRODUCTION

Caste is the group of people who inherit exclusive privileges or are perceived as socially distinct. The hereditary classes of Hindu society, distinguished by relative degrees of ritual purity or pollution and of social status. The first five years of life are crucial for physical, social, emotional, cognitive and language development of the child.

During this stage child is just like a wet cement whatever falls on it, makes an impression. Therefore the child's ability to acquire many skills depends upon the opportunities available to him during this stage. The importance of a stimulating environment during this most plastic and impressionable stage cannot be overlooked. "Better the experience given, the richer is the dividend". With the perpetual growth of the Indian economy, the

importance of soft skills and technical skills in India has increased tremendously over the years.

Children are the future of the nation; they have to learn certain fundamentals such as security, association, belonging, dignity, hope, power, enjoyment and competence in the preschool classroom. These fundamentals are called “soft skills”. When we focus on changes in respect of parents – rather than siblings or other persons in the household – as parents are first and foremost those capable of assisting their children to acquire non-cognitive skills Cunha *et al.* (2006).

Soft skills encompass a range of interpersonal, communication, representational, conflict resolution, adaptive skills and self-management and organizational skills (Dubrin, 2014). Soft skills including effective communication, social, professional ethics, problem-solving, decision-making, and organizational skills are needed in adventure education to enhance the learning of children (Priest and Gass (2007).

Soft skills encompass a range of interpersonal skills such as courtesy, respect for others, self-discipline, self-confidence, conformity to norms, language proficiency, and behavior and communication skills. Failure to teach children vital life skills such as communication and self-control is widening the gap between rich and poor. Soft skills are applied skills as opposed to basic knowledge, skills because these are the abilities and traits that pertain to personality, attitude, and behavior.

Social skill is any competence facilitating interaction and communication with others where social rules and relations are created, communicated, and changed in verbal and nonverbal ways. The process of learning these skills is called socialization.

For socialization, interpersonal skills are essential to relate to one another. Interpersonal skills are the interpersonal acts a person uses to interact with others. Social skills including effective communication, social, professional ethics, problem-solving, decision-making, and organizational skills are needed in adventure education to enhance the learning of children (Priest and Gass (2007).

OBJECTIVES

- To find out the area wise influence of caste on the soft skills among children.
- To find out the area wise influence of caste on the social skills among children

MATERIAL AND METHODS

The study was conducted in Hisar district of Haryana state. Two areas were selected purposively *i.e.*, rural and urban, from the urban area Hisar city and from rural area, two villages namely Balsmand and Kharia were taken for collection of data. A total of 200 children in three age groups, namely, 3, 4 and 5 years were selected for the study. Caste was the independent variable. Self-developed scheduled was used to assess the caste. Soft skills and social skills were taken as dependent variable. Vineland Adaptive Behavior Scale of Social Maturity (Sparrow *et al.*, 1935) was used to determine soft skills and social skills among children.

RESULTS

Table 1: Association of Soft and Social Skills with Caste

Variables	Rural				Urban				
	Caste	First	Second	Total	X ² Value	First	Second	Total	X ² Value
Soft Skills									
Low	9(9.00)	8(8.00)	29(29.00)	3.97	-	-	-	0.51	
Medium	8(8.00)	13(13.00)	51(51.00)		8(8.00)	20(20.00)	28(28.00)		
High	4(4.00)	4(4.00)	20(20.00)		26(26.00)	46(46.00)	72(72.00)		
Total	21(21.00)	25(25.00)	100(100.00)		34(34.00)	66(66.00)	100(100.00)		
Social Skills									
Low	2(2.00)	2(2.00)	10(10.00)	6.76*	-	-	-	0.01	
Medium	9(9.00)	17(17.00)	37(37.00)		9(9.00)	18(18.00)	27(27.00)		
High	10(10.00)	26(26.00)	53(53.00)		25(25.00)	48(48.00)	73(73.00)		
Total	21(21.00)	45(45.00)	100(100.00)		34(34.00)	66(66.00)	100(100.00)		

Association of Soft Skills with Caste

It is evident from Table that soft skills were significantly related with caste in rural ($\chi^2 = 3.97$) and urban ($\chi^2 = 0.51$) areas. But social skills were also significantly related to the caste of the children in rural areas ($\chi^2 = 6.76^*$) but not related to caste in urban ($\chi^2 = 0.01$) areas.

CONCLUSIONS

It was concluded that soft skills were significantly related to caste in rural and urban areas. But social skills were also significantly related to the caste of the children in rural areas, but not related to caste in urban areas. It was found that aspect of personality in marginalized castes (i.e. Scheduled castes) children were significantly different from that of non-scheduled caste, (Jha, et.al. 2008).

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